**K-5 Math Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade:**  **1st Grade** | | **Date(s)**:  Day 8 |
| **Unit Title:**  Number and Operations in Base Ten | | | | **Corresponding Unit Task:**  Prior Knowledge: rote count to 100, identify read and write numbers 0-100. | |
| **Essential Question(s):**  How do I count, read, and represent numbers 0-120? | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | |
| **Teacher:**  iPad using 10 frames on webdav | | **Student:**  iPads – use 10 frames through webdav | | Ten frames  webdav | |
| **Learning Experience** | | | | | |
| **8 Mathematical Practices:**  X 1. Make sense of problems and persevere in solving them.  X 2. Reason abstractly and quantitatively.  X 3. Construct viable arguments and critique the reasoning of others.  X 4. Model with mathematics.  X 5. Use appropriate tools strategically.  X 6. Attend to precision.  x 7. Look for and make use of structure.  X 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  Number and operation in base ten. Count, read and write numbers 0-120. | | | | |
| **I Can Statement(s):**  I can count from 0-120.  I can create groups of any number 1-120 using ten frames. | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Play matching games with cards from the day before | | | | |
| **Teacher Directed:**  Review what 10’s and ones are, review the tens frames. Show the students the new document on webdav. Get a bag of objects (can be reused from days 2-3) and model for the students how to complete the document. | | | | |
| **Guided Practice:**  Students will pick a partner and the partners will get a bag to complete the first document together. Once the pair of student has completed the document I will check their work. If they have completed the work correctly then they can go back to their seat and do 3 pages independently. | | | | |
| **Independent Practice:**  The students will return to their desks and get a bag to count and complete the worksheet. The student will repeat this 3 time and turn their work in through webdrop | | | | |
| **Closing/Summarizing Strategy:**  Have students share with the class the number that they made last. And show the class what their 10-frame looked like. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** Small group give some students multiples of 5s and see if they can complete the 10 frames without counting any dots | | | **Intervention**  Pull a small group of students and focus 10 being 10 and on counting the “extras” | | **Language Development** |
| **Assessment(s):**  The students (in pairs) will show and explain their work before they are able to work independently.  The students will turn in their work on the ipad. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |